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ABSTRACT

The purposes of the present study were to ascertain the sensitiveness of higher education associations to the involvement of colleges and universities in urban affairs and to encourage the associations to give increased attention to the urban involvement of their members in their programs and activities. It was found that only 19 of the 55 respondent associations are involved in active urban affairs programs reflecting real concern with the urban involvement of colleges and universities. Twenty-seven other associations have or anticipate having some urban-related activities that are incidental and superficial and probably have little real impact on the urban programs of the associations' members. It is concluded that higher education associations, as a group, are sensitive to the involvement of colleges and universities in urban affairs and that their programs are beginning to have an impact on the urban-related activities of their members. (HS)

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The Urban Affairs Programs of Higher Education Associations:
What They Are Doing and What They Can Do

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One of the contemporary trends in higher education is the involvement of colleges and universities in urban affairs. A decade ago only a few institutions were sensitive to their possible roles in contributing to the alleviation of urban problems and improving the quality of urban life. Currently, many colleges and universities, especially those located in cities, have in some measure related their programs to urban needs. It is probable that this involvement will be one of the significant developments in higher education during the next decade.

For a number of reasons, though, few if any institutions have made an optimum response to the urban scene. There is widespread interest in involvement, but little clear understanding of how this can best be accomplished. The whole approach is so recent that there are few precedents or guidelines and no clear models of institutional response. The totality of urban problems is so complex that it is difficult to define areas of effective participation. In these days of financial stringency, colleges and universities are seeking ways to retrench rather than to expand programs. Basically conservative faculties are reluctant to attack "dirty" practical urban problems or to participate in the interdisciplinary and interinstitutional cooperation which effective urban involvement requires.

Nevertheless, many members of the higher education community believe that colleges and universities, with their concentration of intellectual and other resources, have an obligation to become deeply involved in urban affairs.

Among the important agencies which can contribute to this development are the national higher education associations. All these organizations, of course, have their own specific objectives, but one common to many of them is that of encouraging and assisting their members to develop needed educational programs. The higher education associations can be an effective force in developing an awareness, by the various segments of the higher education community, of what needs to be done and in encouraging the urban involvement of their membership.

PRESENT STUDY

The purposes of the present study were to ascertain the sensitiveness of higher education associations to the involvement of colleges and universities in urban affairs and to encourage the associations to give increased attention to the urban involvement of their members in their programs and activities.

The Urban-Related Programs of Higher Education Associations

In January 1971, eighty selected higher education associations were queried concerning their sensitiveness to urban affairs. The associations are all members of the American Council on Education, with programs of national or regional scope in which attention to urban affairs would be appropriate. Fifty-five associations responded to the inquiry, including three for whom urban-related activities would not be relevant.

This study does not purport to reflect all the urban-related activities of higher education associations. Some of the associations did not respond to the inquiry, and some respondents did not provide complete information about their programs; a number of associations not queried, or not members of the American Council on Education, undoubtedly do give attention to urban affairs.

Analysis of the replies revealed that the question "Does your association have an active urban affairs program?" was not sufficiently definitive. Some associations with minimal programs gave an affirmative response, and there is a question of whether or not a program concerned entirely with ethnic minorities should be considered as urban. For the purpose of this report, an association is regarded as having an active urban affairs program if it has continuous, definable, urban-related activities such as attention to

urban topics at national meetings, publications, special projects, or specifically assigned staff members. Programs concerned with minority ethnic groups are regarded as urban if they are organized within an urban context. Admittedly, subjective judgment has been exercised by the writer in determining which programs are continuous, definable, and urban related.

WHAT THEY ARE DOING

The following 19 associations (36 percent of the respondents) have active urban affairs programs, as defined above:

American Association for the Advancement of Science (AAAS); American Association of Colleges for Teacher Education (ACTE); American Association of Junior Colleges (AAJC); American Association of State Colleges and Universities (AASCU); American Council on Education (ACE); American Home Economics Association (AHEA); American Luthern Church, Board of College Education (ALC, BCE); American Pharmaceutical Association (APA); Association of American Law Schools (AALS); Association of American Medical Colleges (AAMC); Association of University Evening Colleges (AUEC); Association of University Programs in Hospital Administration (AUPHA); Central States College Association (CSCA); Department of Higher Education, National Council of Churches (DHE, NCC); National Association of State Universities and Land-Grant Colleges (NASULGC); National Collegiate Athletic Association (NCAA); National University Extension Association (NUEA); Southern Association of Colleges and Schools (SACS); Southern Regional Education Board (SREB).

The programs of these 19 associations, of course, vary greatly in scope and emphasis. No attempt is made here to rank these programs.

The one common activity of all these 19 associations is that of considering urban affairs topics at their annual meetings (except for the three which do not have meetings of their total membership). Other strategies are: special projects funded by foundations, federal government agencies, or the association—13 associations; committees or divisions on urban affairs—15 associations; workshops, seminars, or conferences on urban affairs—9 associations; and newsletters or major publications concerned with urban affairs—5 associations.

There is a general awareness of the relevancy of urban affairs. Forty-six of the associations (87 percent) report that they now have, or are considering, urban affairs programs and/or that they have, or are considering including, urban-related topics at their annual meetings. The following summaries reflect urban affairs activities in the total set of the 55 responding institutions.

Urban Affairs Topics Considered at Annual Meetings

Thirty-nine associations report that urban affairs topics have been considered at annual meetings in the form of addresses, panels, seminars or committee reports.

Committees or Commissions on Urban Affairs

Fifteen associations report standing committees or commissions on urban affairs: The Committee on Intercultural Education (AACTE)*; Community Development Division (NUEA); Committee on the Church, The University and Urban Society (DHE, NCC); Department of Health Services and Teaching Hospitals (AAMC); Committees on Environmental Alterations, and on Science in the Promotion of Human Welfare (AAAS); Committee on Urban Affairs (AASCU); Committee on Community Services (AALS); Committee on Urban Studies (CSCA); Bureau of Comprehensive Health Planning (APA); Committee on Urban Affairs (AUEC); Commission on Urban Affairs, Joint Committee with U.S. Department of Agriculture, Task Force on Universities in Public Affairs (NASULGC); Social Science Research Center (ALC, BCE); Committee on Urban Affairs (ACE). In addition, a number of associations have committees relating to ethnic minorities which in some instances are probably urban oriented.

Special Projects

Thirteen associations have sponsored special projects funded by foundations, federal agencies, or the associations. These included: a program conducted in 12 cities to recruit minority students for careers in hospital administration, funded by several foundations, the Central Brooklyn Model Cities, and the New York State Department of Mental Hygiene (AUPHA); a project (The Church, University, and Urban Society) to examine how churches, working with universities, can have an effective impact on urban problems, funded by the Alfred P. Sloan Foundation (DHE, NCC); a program for Urban Projects at Member Institutions, including the establishment of "store-front" centers, funded by The Sears-Robuck Foundation (AASCU); a conference on Planning the Urban College Union for Commuter Campus, funded by the Educational Facilities Laboratory (Association of College Unions); a workshop to develop approaches to working with low-income families, and a project to provide summer fellowships to enable home economics administrators to gain firsthand experiences in the problems and needs of low-income families, funded by the American Home Economics Foundation (AHEA); a study, to eventuate in the publication of a book, on the public affairs program and curricula of member institutions, funded by the Carnegie Foundation (NASULGC); a conference to encourage black colleges to participate in Model Cities programs, funded by Model Cities, Department of Housing and Urban Development (ACE); the Education Improvement Project, which includes a variety of activities concerned chiefly with problems of the disadvantaged in urban and rural areas—during the period 1963-71, this program has been funded with a total of $27 million by four foundations and several federal agencies (SACS); the Urban Educational Leadership Development Project, designed to identify and implement ways of preparing teachers for the multicultural schools of urban centers, funded by the United States Office of Education (AACTE); and investigation of the delivery of pharmaceutical services in poverty areas (APA).

Other special projects, funded by the associations

*See previous listing of associations for abbreviations.

concerned are: conferences on Human Reconciliation, to bring together persons at member institutions who are involved in programs to combat racism and associated social ills (NUEA); regional projects on day-care centers, adult basic education, summer intern programs, development of Urban Corps programs (SREB); a National Summer Sports Program which provides activities at member institutions for deprived urban youth, and a Program to Alleviate Drug Abuse (NCAA); various urban-related projects in economical centers in colleges under the purview of the Board (ALC, BCE); and Urban Teacher Education project, a mini-semester program for students in member institutions (CSCA).

Publications

Only two associations publish newsletters concerned exclusively with urban affairs. *The Urban Affairs Newsletter* (AASCU) is, by all odds, the best and most comprehensive in the field; the *Urban Newsletter* (AACTE and the University of Pittsburgh Urban Educational Leadership Development Project) is confined to teacher education. Other association newsletters that devote considerable attention to urban affairs are *Awareness* (AAJC), the *Association of Urban Universities Newsletter,* the *NUEA Newsletter,* and the newsletter of the Office of Institutional Research (NASULGC).

Other urban-related publications of associations are the following: One issue of *The American Association of Collegiate Schools of Business Bulletin* devoted to "The Business School and Urban Problems"; numerous publications and reports (SREB); a series of pamphlets relating to The Church, the University, and the Urban Society (DHE, NCC); *A Guide to Federal Funds for Urban Programs at Colleges and Universities,* 1970 and 1971 (AASCU, distributed in cooperation with ACE); *Broadcasting and Social Action: A Handbook for Station Executives,* which includes relevant urban content (National Association of Educational Broadcasters); a special issue of the *Phi Delta Kappan* devoted to "The Reform of Urban Education" (Phi Delta Kappa); *Planning the Urban College Union for a Commuter Campus,* a report of a conference (Association of College Unions); *Guidelines for Institutional Self-Study of Involvement in Urban Affairs* (ACE).

SUMMARY AND CONCLUSIONS

Fifty-five of 80 selected higher education associations responded to an inquiry in 1971 concerning their sensitiveness to the involvement of colleges and universities in urban affairs. Forty-six (87 percent of the associations queried) have, or anticipate having, some urban-related activities. In a majority of instances, however, these activities are incidental and superficial and probably have little real impact on the urban programs of the associations' members. Nineteen of the associations are adjudged to have active urban affairs programs reflecting a real concern with the urban involvement of colleges and universities.

One may conclude that, considering the recency of the urban affairs movement in higher education, the associations, as a group, are sensitive to the involvement of colleges and universities in urban affairs and that their programs are beginning to have an impact on the urban-related activities of their members. An equally valid conclusion, is that, in general, the associations need to give greater in-depth consideration to their roles in promoting the urban affairs involvement of their members.

The Role of Higher Education Associations

The higher education associations vary greatly in size, resources, organization, and purposes. It follows that there will be considerable variation in their attention to urban involvement. For some associations such participation will be extensive—a major aspect of their total programs; some others will give no attention to urban affairs.

Every higher education association should consider its role in contributing to the involvement of its membership in urban affairs. Some of the steps that can be taken are indicated in the findings of this study. The following list of program areas is intended to provide guidelines for the review of urban-related activities of individual associations.

WHAT THEY CAN DO

1. *The Association should make the membership aware of the scope of the urban affairs involvement of institutions of higher education.* There is considerable misunderstanding about what constitutes an urban affairs program. For example, it is a common error to define urban-related programs entirely in terms of ethnic minorities; and there appears to be little awareness of the contribution that the humanities can make to improving the quality of urban life.

The following definitions will be helpful in this connection.

The term *urban* as used here includes both the central city and the adjacent suburbs. *Metropolitan* would be a more accurate designation than *urban,* since urban problems do not stop at the city line.

The *urban* institution of higher education is defined here as a college or university located in, or immediately adjacent to, a metropolitan area that (1) contains a central city or cities with an aggregate population of 50,000 or more (the federal definition of a "standard metropolitan statistical area"), *and* (2) has developed explicit programs related to the urban environment.

The nonurban institution also should explore its urban involvement, inasmuch as an appreciable number of its students will live in urban areas and all of its students need to understand our urban culture.

The *urban affairs program* of a college or university relates to the institution's involvement in the entire range of urban problems: the disadvantaged, race relations, education, housing, employment, health services, legal services, law enforcement, city management, urban planning and design, transportation, ecology, preparation of students for urban occupations and for urban living. It is unlikely that any institution will involve itself in all these areas. Although all of these are urban problems, poverty and race are the core of the urban *crisis*. . . .

Viewed broadly, an urban affairs program involves virtually every aspect of the institutional program: administration and organization, recruiting and admissions, curriculum, instruction, counseling, financial aid, student activities, cooperative relations with other colleges and organizations, research, community relations; the academic departments; the continuing education program; and most of the con-

stitutent schools and colleges such as medicine, law, theology, and architecture.[1]

2. *The Association should encourage its member institutions to make self-studies of their involvement in urban affairs.* The nature and extent of an urban-related program must be determined by a college or university in light of its objectives, resources, and location. Urban involvement should be considered in the context of the three commonly recognized major functions of institutions of higher education: instruction, research, and service.[2]

3. *The Association should provide a commission (or committee) on urban affairs and provide necessary staff support.* The purposes and responsibilities of the commission, which will probably give direction to the urban affairs activities of the Association, should be clearly defined. The extent of staff support, whether full-time or part-time, will depend on the resources of the organization and the extent of its urban affairs program. Fifteen of the associations reporting, including 13 of those with active urban affairs programs, now have such commissions or committees.

4. *The Association should include urban affairs topics on the programs of its national and regional meetings.* An association which does not consider urban-related topics at its annual meetings can hardly be regarded as having any interest whatever in urban affairs. This is a minimal and easily accomplished activity, but one which can be very effective. Most of the associations queried, and all of those with active urban affairs programs, engage in this activity.

5. *The Association should provide for communicating to its members relevant developments in urban-related activities.* Among the publications which may be utilized for communications are newsletters, special reports, and publications of studies. Other techniques are conferences, workshops and seminars, and visits to institutions by staff members or other persons designated by the Association. Information about some of the more important urban-related activities of the Association and its members can be submitted for publication to the *Chronicle of Higher Education* and *Higher Education and National Affairs.* Very few of the associations make adequate provision for advising their members about urban-related developments. A prototype publication is the AASCU *Urban Affairs Newsletter.*

1. Martin D. Jenkins, *Guidelines for Institutional Self-Study of Involvement in Urban Affairs.* Washington: American Council on Education, 1971, pp. 2, 5.

2. See *Guidelines.*

6. *The Association should explore the possibilities of securing financial support for urban-related projects.* Hundreds of colleges and universities are, of course, conducting a wide variety of urban affairs projects funded by foundations and federal agencies. Sometimes overlooked is the fact that higher education associations might also seek outside funds to establish urban affairs programs and to support research and action programs. It is of considerable interest that 13 associations are conducting projects of various kinds with foundation and federal agency grants.

7. *The Association should assist member institutions in developing urban affairs activities.* This assistance may take the form of providing or recommending consultants; recommending specialized personnel; providing information about federal and foundation sources of financial aid; and other technical assistance. The extent to which the associations engage in this activity was not ascertained in the present study.

8. *The Association should seek ways to develop cooperative relationships with other higher education associations.* Just as individual institutions, on occasion, may profitably form consortia, so higher education associations might establish cooperative relationships. This item was not included in the present study. Some associations, incidentally, reported cooperative activities with individual member colleges and with the Urban Coalition. I am aware of two examples of cooperative activity. Under the leadership of the NUEA, nine associations had a series of meetings in 1971 to formulate a program to persuade the Congress to provide increased financial support for Title I of the Higher Education Act of 1965. In 1970 the ACE sponsored a meeting of 22 higher education associations to discuss the urban affairs programs of these organizations. The ACE has on its agenda further periodic meetings of this nature.

The findings of this study indicate that a number of the higher education associations are concerned about the involvement of colleges and universities in urban affairs. It is hoped that this concern will expand. The need to improve the quality of urban life and to alleviate the serious problems of the nation's deteriorating cities is imperative, and it must be met. The higher education associations have an important role in helping colleges and universities to bring their resources to bear on the alleviation of urban ills.

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